



## CROCUS PLAINS REGIONAL SECONDARY SCHOOL

### COURSE OUTLINE AND ASSESSMENT GUIDE

**Course Name:** Grade 12 Psychology

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**Course Description:** Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people.

Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like drug dependency, aggression, and discrimination.

This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based. They can then apply what they learned to their daily lives.

To get the most out of this class, a certain level of **EMPATHY** is required. You will gain a much higher appreciation for the content of this course if you can imagine the conditions of others as it would affect you.

#### Units of Study

Unit Title	Learning Outcomes	Proposed time
<b>Unit I –</b> Introduction and Research Methods	<b>Topic 1: Introduction – 5 classes</b>  1.1.1 Define psychology, and list and explain its goals. 1.1.2 Describe and compare the biological, behavioural, cognitive, sociocultural, humanistic, and psychodynamic perspectives. 1.1.3 Discuss career opportunities in the major subfields of psychology.  <b>Topic 2: Research Methods – 4 classes</b>  1.2.1 Describe and compare quantitative and qualitative research strategies. 1.2.2 Demonstrate an understanding of how statistics are used in psychological research. 1.2.3 Describe ethical issues in psychological research. 1.2.4 Discuss the development of psychology as an empirical science.	9 classes

<p><b>Unit II –</b> Biopsychology</p>	<p><b>Topic 3: Biological Bases of Behaviors – 6 classes</b></p> <p>2.1.1 Describe the structure, function and organization of the nervous system.</p> <p>2.1.2 Describe the structure and function of the major regions of the brain.</p> <p>2.1.3 Demonstrate an understanding of scientific advances that have been developed to analyze brain behavior and disease.</p> <p>2.1.4 Compare the effects of genetics, evolution and environment on behaviour.</p> <p><b>Topic 4: Sensation and Perception – 6 classes</b></p> <p>2.2.1 Identify the basic concepts of sensory processes and explain their capabilities and limitations.</p> <p>2.2.2 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, and architecture.</p> <p>2.2.3 Discuss the interaction of the person and the environment in determining perception.</p> <p><b>Topic 5: Motivation and Emotion – 3 classes</b></p> <p>2.3.1 Apply motivational concepts to the behaviour of humans and other animals.</p> <p>2.3.2 Investigate the role of biology and learning in motivation and emotion.</p> <p>2.3.3 Describe the theories of motivation.</p> <p>2.3.4 Discuss cultural factors in emotions and motivations.</p> <p>2.3.5 Describe theories of emotion.</p> <p><b>Topic 6: Stress, Coping and Health – 5 classes</b></p> <p>2.4.1 Identify sources of stress, and explain the psychological and physiological reactions to stress.</p> <p>2.4.2 Identify and explain cognitive and behavioural strategies to deal with stress and promote health.</p> <p>2.4.3 Investigate different holistic approaches to deal with stress and promote health.</p>	<p>20 classes</p>
<p><b>Unit III –</b> Developmental Psychology</p>	<p><b>Topic 7: Life Span Development – 5 classes</b></p> <p>3.1.1 Describe physical, social, emotional and cognitive changes throughout the human life span.</p> <p>3.1.2 Discuss how biological and cultural notions of gender shape the experiences of men and women.</p> <p>3.1.3 Examine the development of ethnic identity.</p> <p><b>Topic 8: Personality and Assessment – 4 classes</b></p> <p>3.2.1 Define personality</p> <p>3.2.2 Explain the characteristics of psychodynamic, cognitive behavioral, humanistic, and trait approaches.</p> <p>3.2.3 Compare and contrast various forms of personality assessment.</p>	<p>9 classes</p>

<b>Unit IV – Cognitive Psychology</b>	<p><b>Topic 9: Learning – 7 classes</b></p> <p>4.1.1 Describe learning from a psychological perspective.  4.1.2 Describe classical conditioning.  4.1.3 Describe operant conditioning.  4.1.4 Explain observational and cognitive learning approaches.  4.1.5 Discuss the roles of biology and culture in learning.</p> <p><b>Topic 10: Memory – 4 classes</b></p> <p>4.2.1 Describe encoding.  4.2.2 Describe sensory, short term and long term memory systems.  4.2.3 Describe retrieval.  4.2.4 Investigate strategies for improving memory.</p> <p><b>Topic 11: Thinking and Language – 4 classes</b></p> <p>4.3.1 Explain how thinking involves the manipulation and understanding of information.  4.3.2 Recognize that information is classified into categories, containing similar properties known as concepts.  4.3.3 Compare the different strategies and obstacles involved in problem solving and decision making.  4.3.4 Discuss language acquisition across species.</p> <p><b>Topic 12: States of Consciousness – 4 classes</b></p> <p>4.4.1 Describe states and levels of consciousness.  4.4.2 Describe the sleep cycle.  4.4.3 Compare theories that explain why we sleep.  4.4.4 Demonstrate an understanding of types of sleep disorders.  4.4.5 Compare different dream theories.  4.4.6 Describe hypnosis and its uses in psychology.  4.4.7 Characterize the major categories of psychoactive drugs and their effects.</p> <p><b>Topic 13: Individual Differences – 4 classes</b></p> <p>4.5.1 Explain how intelligence and personality may be influenced by heredity and environment.  4.5.2 Discuss theories of intelligence.  4.5.3 Demonstrate an understanding of how intelligence is measured.</p>	21 classes
<b>Unit V – Variations in Individual &amp; Group Behaviour</b>	<p><b>Topic 14: Psychological Disorders and Treatments – 11 classes</b></p> <p>5.1.1 Differentiate between normal, abnormal, and disordered behavior.  5.1.2 Discuss the major categories of disorders.  5.1.3 Distinguish the common characteristics of disorders and cite examples.  5.1.4 Identify the principle methods used to treat individuals with psychological disorders.</p>	20 classes

	<b>Topic 15: Social &amp; Cultural Dimensions of Behavior – 9 classes</b>  5.2.1 Demonstrate an understanding of person perception, attraction, social judgment, and attitude formation. 5.2.2 Identify basic social and cultural categories and discuss how they affect behavior. 5.2.3 Demonstrate an understanding of the effects of the presence of others on individual behavior. 5.2.4 Describe how social structure can affect intergroup relations. 5.2.5 Discuss the nature and effects of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees. 5.2.6 Discuss the circumstances under which conformity, compliance, and obedience are likely to occur. 5.2.7 Discuss the nature and benefits of altruism in society. 5.2.8 Demonstrate an understanding of the role of aggression in society.	
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#### Assessment Guidelines:

There are various purposes of assessment:

- Assessment *for* learning (**formative assessment**): where assessment helps teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students.
- Assessment *of* learning (**summative assessment**): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

#### Academic Achievement:

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

## **Course Evaluation Structure:**

**Note: Grading will be conducted using a weighted grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.**

<i>Term Work (Assignments, Presentations, Tests, Projects, etc.)</i>	<b>75%</b>
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<i>Final Exam/Project/Assessment</i>	<b>25%</b>
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## **Learning Behaviors:**

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric

## **Academic Dishonesty:**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on “knowingly”, the offence is deemed to have been committed if the person ought reasonably to have known.

## **Plagiarism:**

Representation of another person’s thoughts, writing/creative work, etc. as one’s own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one’s own work that was completed, in whole or in part, by another individual

- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

**Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty.**

- Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...
- AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.
- AI can be detected. There are tools that can detect AI produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.
  - If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.

- AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use AI, you must cite it.

### **Breaches of Academic Honesty:**

Breaches of the academic honesty policy will result in work being taken as incomplete.

Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.